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ABSTRACT

This guide provides information for developing a teacher center. Materials, publications, and supplies are identified for the use of participants and directors charged with the responsibility of opening and operating a teacher center. Checklists for necessary materials and sources of information or aid include: (1) equipment, furniture, and supplies; (2) curriculum resources; (3) ERIC Clearinghouses; (4) federal programs; (5) linking with university, district, and community programs; and (6) public relations and publicity. (JD)

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The HOW TO SERIES

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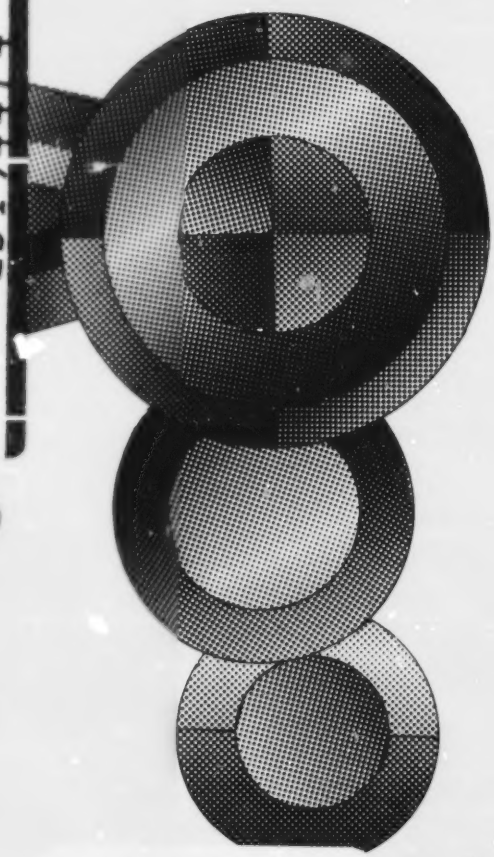

Open Your T.C. Doors

AFT Teacher Center Resource Exchange
11 Dupont Circle NW
Washington, D.C. 20036

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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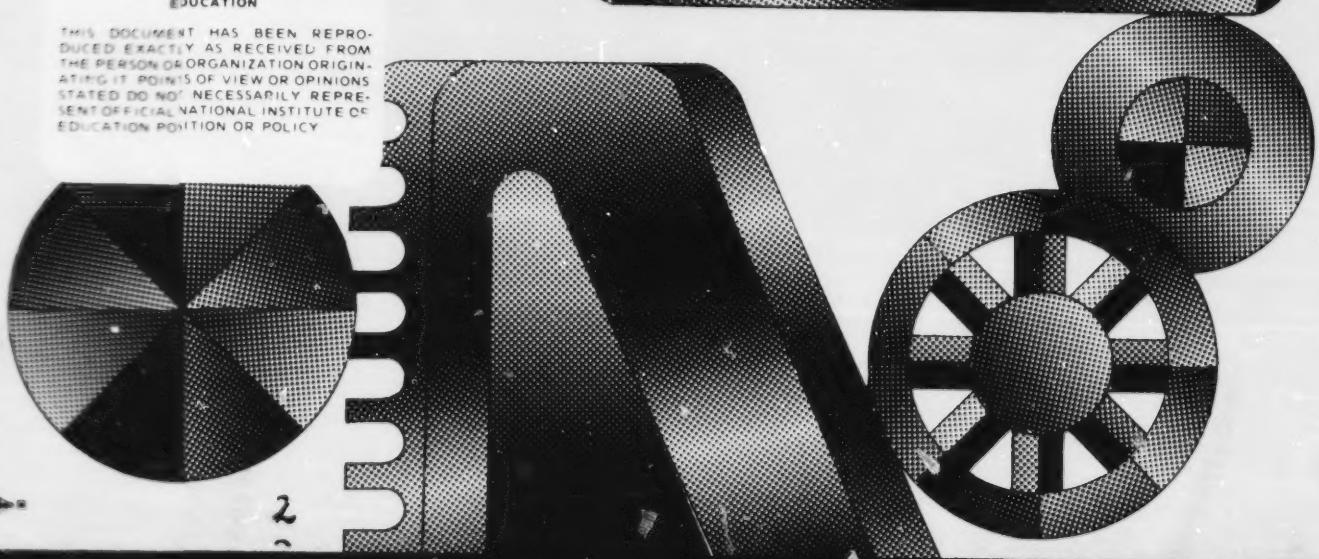

HOW TO OPEN YOUR TEACHER CENTER DOORS

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THIS SERIES

WAS MADE POSSIBLE BY ....

- *the support given by Eugenia Kemble, Assistant to the President and Marilyn Rauth, Director of the AFT Educational Issues Department*
- *the productive dialogue between the AFT Teacher Center Advisory Group and the State Network Representatives and the AFT Teacher Center Resource Exchange*
- *the continued exchange of ideas and resources among teacher center staff and policy board members during the past year*
- *the skill of Soila Posas who spent long and tedious hours preparing the manuscript for print and Ron Hunt who created a work of art from lines and letters*
- *the creative genius of the writing team members whose talents and understanding made this publication a reality within a short span of time.*

OTHER MODULES IN THE SERIES INCLUDE:

HOW TO DEVELOP TEACHER CENTER MANAGEMENT TECHNIQUES
HOW TO ORGANIZE A TEACHER CENTER NEEDS ASSESSMENT
HOW TO CONDUCT A TEACHER CENTER TALENT SEARCH
HOW TO CHALLENGE THE BIONIC TEACHER
and GENERATE SIX MILLION NEW IDEAS

PUBLICATION: Winter '79

HOW TO PLAN YOUR TEACHER CENTER PROGRAM
TEACHER CENTERS AND TEACHER CERTIFICATION
HOW TO MOTIVATE TEACHER WRITERS

SINGLE COPIES OF THIS PUBLICATION ARE AVAILABLE UPON REQUEST, AS LONG AS THE SUPPLY LASTS.

Pat Weiler, Director
AFT Teacher Center Resource Exchange
11 Dupont Circle, N.W.
Washington, D.C. 20036

July 2, 1979

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Classroom teachers do not always have access to necessary resources for their classroom needs or for their continued professional development. Putting the pieces together and making the best possible use of all resources is very important to the success of a teacher center. Materials, publications and supplies can be identified and brought to the site for the project activities. The list included in this module is to let the operators of teacher centers know what is useful in a teacher center and where some resources may be found. The newness of any program may be frightening or uncertain but resources, supplies, equipment and utilization are essential to create interest and enthusiasm.

Since the major function of the teacher center is to provide experiences for teachers that will enhance their ability to function effectively in the classroom, the focus of the center must be to provide activities, support services, inservice training programs and curriculum development activities. Teacher centers must serve as clearinghouses for the dissemination of information and resources. There are untapped resources available for the new teacher centers. They are as close as a phone call away from your site. Although a number of lists follow, there is no attempt to claim that they are all inclusive. You are encouraged to plan to use this module as a guide in the development of your new project.

B E F O R E Y O U O P E N Y O U R T E A C H E R C E N T E R D O O R S .....

Consäder the equipment that you will need to accomplish project activities. Teacher center directors have shared information about essential equipment. The following list may assist in planning for your teacher center operation:

_____ TYPEWRITERS

_____ DITTO MACHINE

_____ XEROX MACHINE

_____ OVERHEAD PROJECTOR

_____ OPAQUE PROJECTOR

_____ CALCULATOR

_____ THERMOFAX COPIERS

_____ CASSETTE RECORDER

_____ WOLLENSAK 3M

_____ MIMEOGRAPH

_____ SINGER CARAMATE PROJECTOR

_____ SCREEN

_____ CAMERA

_____ RECORD PLAYER

_____ TRIPOD

_____ LAMINATING PRESS

_____ DRY MOUNT PRESS

_____ FLOOD LIGHTS

_____ PHOTO COPIERS

CREATE THE TEACHER CENTER ATMOSPHERE

The teacher center facilities can be inviting to visitors if the design is carefully planned before the operational stage. The selection of furniture should be handled with care because it is important to provide staff, participants and visitors with a relaxed and cordial atmosphere.

Many of the following items are available from your local school district:

- *o office desks*
- *o file cabiinets*
- *o book cases*
- *o secretary chairs*
- *o typing tables*
- *o coat racks*
- *o wall cabinets*
- *o lockers*
- *o sofa*
- *o lounge chairs*
- *o library chairs*
- *o newspaper rack*
- *o card catalogs*
- *o library tables*
- *o refrigerator*
- *o bulletin boards*

* *and don't forget the TRASH CANS*

101 DIFFERENT KINDS OF PAPER

FOR TEACHER CENTER ACTIVITIES

✓ Use this checklist as a reference when you order paper for the teacher center. There are other types available but this may be helpful for your opening:

PAPER AND SUPPLIES

- o CONSTRUCTION
- o MIMEOGRAPH
- o DITTO
- o EXAMINATION RULED
- o BOND TYPING
- o TAG BOARD
- o SHOW BOARD
- o XEROX
- o DUPLICATING MASTER
- o STENCILS
- o ENVELOPES
- o CHART RACK
- o CARBON
- o FOLDERS
- o POSTER
- o CORRUGATED
- o SENTENCE STRIP
- o LINE PADS
- o STENO PADS
- o TRANSPARENCY
- o INDEX CARDS
- o ART ISSUES
- o STENCIL WRAPPER
- o 3X EXAMINATION
- o TAPE
- o TAPE DISPENSER
- o PAPER CLIPS
- o RULER
- o STAPLER
- o STAPLES
- o MARKERS
- o CORRECTION FLUID
- o BALLPOINT PENS
- o PENCILS
- o RUBBER BAND
- o SCHOOL TELEPHONE DIRECTORY
- o PASTE
- o BINDERS
- o GUIDES INDEX
- o FILE BOX
- o TRAYS
- o RUBBER CEMENT
- o SCISSORS
- o DATE STAMPS
- o SPONGE CUP
- o HAND CLEANER
- o A B DICK INK
- o CALENDAR
- o CALENDAR STAND
- o YARD STICK
- o TISSUES
- o STAMP PADS
- o STAMP INK
- o THUMB TACKS
- o DESK ORGANIZER
- o TELEPHONE MESSAGE PAD
- o CLIP BOARDS
- o DUPLICATING FLUID
- o PENCIL SHARPENER
- o PERFURATOR HOLE PUNCH
- o TYPEWRITER ELEMENT
- o RIBBON
- o FIRST AID KIT
- o YARN
- o STAPLE REMOVER
- o CHALK
- o PAPER TRIMMER
- o TWINE
- o ERASER
- o NIFTY CHARTS

SHARING LEARNING RESOURCES

In order to increase the quality of instruction and learning experiences, teachers must be given access to new curriculum, available research and successful practices, problem solving seminars development and modification of courses. These experiences may be provided through the services of the teacher center.

Curriculum Materials Suggestions

Resource materials can be made available to teachers through the teacher center. Media packets, reading kits and textbooks will add relevance to the project.

EXAMPLES: *Computational Skills Laboratory*
Discovery Patterns (Mathematics)
Math and Reading Kits SRA -(Science Research Associates)
Educational Development Laboratories

AR-FX Arithmetic Number Facts 1-12
SVE Media Modules (Society for Visual Education)
Studies in Labor Polily (on umemployment)

OTHER AVAILABLE CURRICULUM RESOURCES:

Teachers and consultants often relate workshop topics to research projects for individual study. When possible, plan to have a computer terminal available for use at the teacher center. Microfiche of ERIC publications will facilitate storage of documents.

Assess teacher needs and contact the appropriate clearinghouse for the resources. Bibliographies, publications, individual topic searches and other materials are available upon request.

Clearinghouses

Each of the 16 ERIC clearinghouses collects materials on a particular subject in education.

ERIC Clearinghouse on Career Education (CE)
Ohio State University
Center for Vocational Education
1960 Kenny Road, Columbus, OH 43210
Telephone: (614) 486-3655

ERIC Clearinghouse on Counseling and Personnel Services (CG)
University of Michigan
School of Education Building, Room 2108
Ann Arbor, MI 48109
Telephone: (313) 764-9492.

ERIC Clearinghouse on Reading and Communication Skills (CS)
National Council of Teachers of English
1111 Kenyon Rd., Urbana, IL 61801
Telephone: (217) 328-3870

ERIC Clearinghouse on Educational Management (EA)
Library (South Wing), University of Oregon
Eugene, OR 97403
Telephone: (503) 686-5043

ERIC Clearinghouse on Handicapped and Gifted Children (EC)
CEC Information Center
The Council for Exceptional Children
1920 Association Dr., Reston, VA 22091
Telephone: (703) 620-3660

ERIC Clearinghouse on Language and Linguistics (FL)
Center for Applied Linguistics
1611 N. Kent St., Arlington, VA 22209
Telephone: (703) 528-4312

ERIC Clearinghouse on Higher Education (HE)
George Washington University
1 Dupont Circle, Suite 630, Washington, DC 20036
Telephone: (202) 296-2597

ERIC Clearinghouse on Information Resources (IR)
Syracuse University, School of Education
Syracuse, NY 13210
Telephone: (315) 423-3640

ERIC Clearinghouse for Junior Colleges (JC)
University of California at Los Angeles
96 Powell Library, Los Angeles, CA 90024
Telephone: (213) 825-3931

ERIC Clearinghouse on Early Childhood Education (PS)
University of Illinois, College of Education
805 W. Pennsylvania Ave., Urbana, IL 61801
Telephone: (217) 333-1386

ERIC Clearinghouse on Rural Education and Small Schools (RC)
New Mexico State University
Box 3AP, Las Cruces, NM 88003
Telephone: (505) 646-2623

ERIC Clearinghouse for Science, Mathematics, and Environmental Education (SE)
Ohio State University
1200 Chambers Road, Third Floor,
Columbus, OH 43212
Telephone: (616) 422-6717

ERIC Clearinghouse for Social Studies/ Social Sciences Education (SO)
Social Science Education Consortium, Inc.
855 Broadway, Boulder, CO 80302
Telephone: (303) 492-8434

ERIC Clearinghouse on Teacher Education (SP)
American Association of Colleges for Teacher Education
1 Dupont Circle, Washington, DC 20036
Telephone: (202) 293-7280.

ERIC Clearinghouse on Tests, Measurement, and Evaluation (TM)
Educational Testing Service
Rosedale Road. Princeton, NJ 08540
Telephone: (609) 921-9000 (Ext. 2182)

ERIC Clearinghouse on Urban Education (UD)
Teachers College, Box 40
Columbia University, 525 W. 120th St.,
New York, NY 10027
Telephone: (212) 678-3782

LINKS TO OTHER FEDERAL PROGRAMS

Teacher center directors, staff members and consultants establish links to networks that provide information on teacher effectiveness and research on classroom practices.

FOR INFORMATION AND SERVICES *in adopting or adapting exemplary programs developed in other states contact:*

National Diffusion Network/NDN
Lee Wickline
Division of Educational Replication
USOE ROB 3, Room 3616
400 Maryland Ave. S.W.
Washington, DC 20202

Since the teacher center budget does not have unlimited funds, directors and policy board members develop a sixth teacher center sense. This enables them to be attunded to other sources of funds for inservice activities. Check with federal projects offices in your district for programs that are already established. Many of these have professional development components. Contact any of the following offices for guidelines regarding the details of funding.

ALCOHOL AND DRUG ABUSE PREVENTION PROGRAM
United States Office of Education
400 Maryland Avenue, S.W., Rm 2049
Washington, D.C. 20202
Dr. James Spillane
202/245-7292

ARTS EDUCATION PROGRAM
United States Office of Education
Donohoe Building, Rm. 3728
400 Maryland Avenue, S.W.
Washington, D.C. 20202
Dr. Harold Arberg
202/245-8912

BILINGUAL EDUCATION PROGRAM
Elementary and Secondary Education Act - Title VII
United States Office of Education
Reports Building Rm. 420
300 Seventh Street, S.W.
Washington, D.C. 20004
Dr. John Molina
202/245-0861

CAREER EDUCATION PROGRAM
United States Office of Education
7th &Streets, S.W. Rm. 3108A
Washington, D.C. 20201
Dr. Sidney High
202/245-2331

CONSUMER EDUCATION PROGRAM
United States Office of Education
Washington, D.C. 20201
Dr. Dustin Wilson
202/245-0636

TEACHER CORPS PROGRAM
United States Office of Education
Donohoe Building, Rm. 1700
400 Maryland Avenue, S.W.
Washington, D.C. 20202
Dr. Preston H. Royster
Dr. William Smith
202/245-0355

EDUCATION FOR THE HANDICAPPED

Jasper Harvey
Director of Educational Personnel Development Branch
Bureau of Education for the Handicapped
400 6th Street, S.W. Rm. 4805
Washington, D.C. 20202
202/245-9886

Global Perspectives Program, USOE
7th & Street, S.W.
Washington, D.C. 20202
Dr. Robert Leestman
OE Associate Commissioner for Institutional Development and International Education

EMERGENCY SCHOOL AID ACT PROGRAM
United States Office of Education
400 Maryland Avenue, S.W. Rm. 2009
Washington, D.C. 20202
Jesse Jordan, Chief
202/245-2465

METRIC EDUCATION PROGRAM
United States Office of Education
7th & D Streets, S.W. Room 5620
Washington, D.C. 20201
Dr. Floyd David
202/245-3354

RIGHT TO READ PROGRAMS
United States Office of Education
400 Maryland Avenue, S.W. Rm. 2131
Washington, D.C. 20202
Dr. Gil Schiffman
202/245-7950

CIVIL RIGHTS ACT PROGRAMS
United States Office of Education
Donohoe Building
Room 2011, ROB #3
400 Maryland Avenue, S.W.
Washington, D.C. 20202
212/245-8230

COMMUNITY EDUCATION PROGRAM
United States Office of Education
7th & D Streets, S.W. Room 5622
Washington, D.C. 20201
Dr. Paul Tremper
202/245-0656

Energy Education

Wilton Anderson
Director, Energy Education Program
Reporter's Building, Rm. 314
7th & D Streets, S.W.
Washington, D.C. 20202
202/472-3730

ENVIRONMENTAL EDUCATION PROGRAM
United States Office of Education
400 Maryland Avenue, S.W. Rm. 2025
Washington, D.C. 20202
Dr. Walter Bogan
202/245-9231

ETHNIC HERITAGE PROGRAM
United States Office of Education
7th & D Streets, S.W. 3928
Washington, D.C. 20201
DR. Stan Wilson, Acting Chief
202/245-2293

GIFTED AND TALENTED PROGRAM
United States Office of Education
Donohoe Bldg., Rm. 3835 ROB #3
Washington, D.C. 20202
Dr. Dorothy Sisk
202/245-2482

The wider the range of expertise available, the greater the chances are of meeting both the group and individual needs of the people to be served.

The concern has often been expressed that teacher centers, universities and district inservice programs are competing with, trying to out-do, or finding fault with each other. When this happens, the primary purpose of helping teachers becomes lost. Each of these groups or programs has something to offer to teachers. Each has particular strengths and areas of expertise from which teachers can benefit. The most effective method of offering the greatest amount of service to teachers would be to link these three together, with additional input from community resources, to provide teachers with as broad a range of talent, resources and expertise as is possible.

LINKING TEACHER CENTERS WITH UNIVERSITIES

Workshops and Conferences

University personnel frequently have little opportunity to interact with teachers who are out in the field, away from the university setting. In the same respect, classroom teachers, unless they are taking a formal university course, rarely come in contact with Higher Education staff. This is unfortunate, because these two groups of educators have much to offer each other: university personnel often have access to the latest information and research concerning educational methods and materials; classroom teachers have current practical experience in dealing with children and an opportunity to put methods and materials into practice.

Frequently both groups welcome, and in fact desire, a greater degree of sharing between them, but do not know how to go about having this occur. The teacher center can provide this vehicle for interaction by organizing workshops, conferences, sharing events, etc., at which representatives from both groups may both present, and listen, to each other.

Preservice Component

Syracuse University places student teachers in the three local school districts through the three local teaching center sites. The coordinator of the local center oversees Syracuse University graduate assistants in their supervision of the preservice students. In return for these services of the coordinator, Syracuse University pays for half of all local site costs. It also provides the center with vouchers which may be used by any teacher in the district to take courses at no cost through the center for University credit. Use of these vouchers by teachers generates money from Syracuse University which is then used by the coordinator to pay the instructional costs of a course.

COURSES FOR UNIVERSITY CREDIT

Cooperation between a university and a teacher center may lead to credit bearing courses being offered to teachers through the teacher center. For example, at the Syracuse area teacher center, a group of classroom teachers expressed a desire for a course on Mainstreaming to help them become more aware of new laws concerning the education of handicapped children, the variety of handicapping conditions, and how to deal with them. They were very specific in the types of handicaps that they wanted surveyed and the kinds of methods and techniques which they wanted to learn. They then designed the course schedule and recommended Special Education classroom teachers, who were known for their expertise. These Special Education teachers were then contracted to teach this course. In this case, each class session was devoted to a different topic and was conducted by a different classroom teacher. This course was approved by the University to be offered for University credit. Through the use of teacher center vourchers, teachers were then able to take, at no cost, the course on Mainstreaming which they had designed. The Special Education classroom teachers who served as instructors were paid by the center from Syracuse University funds generated by voucher use.

Procedures similar to this process are also being used at a wide variety of teacher centers, such as the Centeral New York Rural Teacher Center in cooperation with State University College at Cortland. At the Detroit Center for Professional Growth and Development in conjunction with Wayne State University, a similar procedure for course development is followed, but teachers must pay for the course tuition.

LINKING TEACHER CENTERS WITH DISTRICT INSERVICE

Inservice Courses

Many local school districts already offer inservice courses to teachers for which teachers are offered stipends or salary credits. If the district is already running a successful program, rather than running similar courses in competition to this system, the teacher center might wish to pursue the route of developing different courses and then working with the already existing district inservice system to have these new courses, offered by the teacher center, also be approved for inservice credit. In this way, teachers will have a wider variety of courses from which to choose.

DISTRICT CURRICULUM DEVELOPMENT

Many districts are in the process of using committees of teachers to develop, or rewrite, curriculum. The teacher center may be able to help get these teachers together and to provide them with additional input from university personnel and from teachers from other districts. In this way, the teachers serving on this committee will have a greater range of resources to use in the development of the curriculum on which they are working.

District Workshops

Many local school districts are currently setting aside several half and/or full days per year for the inservice of their teachers. The teacher center may help the workshops committee from an individual school, or from the entire district, plan for these days by offering suggestions for the content of the workshops, by contacting people who are expert in a particular area and who will help the committee develop and put on the workshop, or the center may, at the request of the committee, take complete responsibility for the planning and implementation of the day's program.

LINKING TEACHER CENTERS WITH THE COMMUNITY

Every community has a wide range of people and places available for use by teachers with their classes. The biggest problem is getting the teachers and the community resources together. The teacher center can do a great deal in this capacity.

A resource file of community people who will speak to classes on a wide range of topics may be compiled and made available to teachers either through a hot-line or booklet. The center may organize a booklet of places which classes may visit in the community. A school-community cultural fair may be put on by the center. Workshops for parents may be offered through the center, as may such events as a "Health Day" featuring speakers from local health agencies.

There is an almost endless supply of community resources which the teacher center may tap to offer a greater range of services to teachers, and the community may become a very important ally of the center.

PRIORITY CONTACTS: (special teacher center phone directory)

Family and Child Services
Community and Health Centers
Hospitals-Directors
Police Department-Chief
Children and Youth Programs-Director
Resource Centers
Career Center
Parks and Recreation
Museums

Contact the Education Department of local and national business firms. Many companies have funds for educational and community services.
One example: Iris Elfenbein, Ed.D.
Teacher Education Program
American Council of Life Insurance
1850 K St. N.W.
Washington, DC 20006

GO PUBLIC WITH YOUR TEACHER CENTER .....

No matter how sound the educational principle upon which in-service is based; no matter how well-known the presenter; no matter how well organized the delivery-system; if someone doesn't know about the program, all might be lost. Thus, it is imperative that Teacher Centers and Policy Boards develop and implement a multiple phase public relations system which somehow touches everyone who works with the children of an educational district. No one practice is necessarily "BEST," but it may work better at a given time, and under a given set of circumstances.

CREATE A TEACHER CENTER AWARENESS

An awareness program based on the where, what, when, who and how principles, brings the teacher center program in focus.

IT CLARIFIES:

...WHERE the teacher center site or sites are located, and the address of each.

...WHAT kinds of on-going resources, both human and material are available and what activities are scheduled by the teacher center.

...WHEN teacher center activities are scheduled-- daily, weekly and monthly.

...WHO is eligible for identified services offered by the teacher center

...HOW teachers can avail themselves of services. All information about the teacher center should be printed correctly and enhanced by graphics.

After having defined the scope and availability of services, the staff must then decide how best to inform teachers of the activities. Teacher centers have found a combination of activities helpful.

Develop a public relations plan to meet the needs of your teacher center. The size of the district, the number of teachers in the service area, the size of the teacher center staff and available printing facilities will determine how comprehensive your plan will be. Try to build in gradual expansion of your publicity efforts. Begin with a series of publications that is feasible.

The following is merely suggestive. You may wish to try:

- *open house*
- *fact sheets*
- *calendars*
- *a logo*
- *workshop and course descriptions*
- *newsletters*
- *idea sharing projects*
- *television spots*
- *newspaper coverage*
- *flyers*
- *LEA bulletin*
- *slide-tape presentations*

PRESENTING SERVICES AND PROGRAMS

Fact sheets may come in a variety of sizes, shapes and colors. They can announce pertinent facts in a graphic manner and set the tone for your teacher center.

REMINDERS *for the teacher center editor...*

INCLUDE...

- *your teacher center logo*
- *a short descriptive motto of the teacher center*
- *name of the teacher center, site location and address*
- *staff: names, positions and office phone numbers*
- *teacher center services (stated briefly)*
- *teacher center schedule: hours and days of the week when the teacher center is open*
- *tear off request form with teacher center return address*

FACT SHEET

The Detroit Center for Professional Growth and Development

invites you to spread your wings through staff development

Detroit Center for Professional Growth and Development
Room 155
College of Education
Wayne State University
Detroit, Michigan 48202

The Detroit Center Staff

DR. JESSIE KENNEDY 577-1684
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Assistant Director

MRS. DORIS CHENAULT
HENRY CADE
Consultant Services 577-1757
Specialists

...IONINI
... 577-1754

The Detroit Center is:

The Center is a unique concept in education which provides inservice programs to improve staff competencies and skills in the delivery of educational services to students. The overall goal of The Center is to raise pupil achievement and to provide supportive functions and services which will contribute to the professional growth of users of The Center. Staff competency and student learning will be improved as a result of inservice experiences.

How the Center works:

The success of The Center is dependent upon your request for services. You must make your needs known to Center personnel. The Center is designed to respond to your requests for services.

Call 577-1756

Who can call:

- a classroom teacher
- a paraprofessional
- an administrator
- a supervisor
- a school staff
- a group of staff members

The Detroit Center exists!

...e Detroit Center is for YOU. It exists ... you to:

- EXPLORE
- EXPERIMENT
- INNOVATE
- DEVELOP
- TAKE INITIATIVE

The Center components are:

OUTREACH

- **FIELD CONSULTANT SERVICES**
  Any school staff, professional or paraprofessional organization, group of staff members, or any individual with a significant, documented need for staff development may contact The Center for consultant services. The Center will provide expert consultant resources to enable the requesting staff to engage in a productive, professionally effective inservice experience, e.g. workshops, seminars, and individual consultations.

- **SPECIAL PROJECT SCHOOLS**
  Several Detroit schools whose faculty demonstrate commitment to The Center's sequential inservice process have special involvement with The Detroit Center. The inservice Specialist assigned to Special Project Schools will assist faculty with analyzing and prioritizing its training needs. Based on the needs assessment, professional growth and development services will be provided.

SUPPORT

- **EDUCATIONAL RESOURCE CENTERS—READING AND MATHEMATICS**
  The resource centers are curriculum laboratories which have equipment, materials, and other resources for demonstration and practice. They will also provide support services to the outreach components as well as provide workshops, seminars, exhibits, and lectures on current educational issues.

- **RESEARCH AND EVALUATION**
  Research and documentation of Center components will be ongoing. The results will be disseminated in order to assist educators in designing more effective programs to increase staff competence and student learning. Confidentiality of participant activity is assured.

How to request Detroit Center services:

FOR FIELD CONSULTANT SERVICES:

- Call The Center and place your request by phone: 577-1756 or
- Fill out the attached form and mail through Board of Education pick-up service to:
  Room 155
  College of Education
  Wayne State University

FOR READING/MATHEMATICS RESOURCE CENTER SERVICES:

- Reading Resource Center 577-1752
- Mathematics Education Resource Center 577-1754 or
- Fill out the attached form and mail through Board of Education pick-up service to:
  Room 155
  College of Education
  Wayne State University

FOR SPECIAL PROJECT SCHOOL INFORMATION

- Contact Center by phone: 577-1756
- Fill out the attached form and mail through Board of Education pick-up service to:
  Room 155
  College of Education
  Wayne State University

REQUEST FORM

Name ____ Position ____ Date ____
School/Office ____ Business Phone ____
Business Address ____
...pic: ...
...ose: ...
Choices 1st ____ 2nd ____ 3rd ____
I Day: ...
of Participants: Teachers ____ Supervisors ____ Administrators ____ Paraprof...

BEFORE YOU OPEN YOUR TEACHER CENTER DOORS, PLAN AN OPEN HOUSE TO PROVIDE AN OPPORTUNITY FOR ALL INTERESTED TEACHERS, ADMINISTRATORS, PARENTS, SCHOOL BOARD MEMBERS, STUDENTS, BUSINESS PERSONS AND COMMUNITY RESIDENTS TO OBSERVE THE TEACHER CENTER FROM THE "INSIDE." THIS ACTIVITY CAN PROVE TO BE ONE OF THE MOST POSITIVE ACTIVITIES OF THE YEAR.

PLAN PUBLICITY:

- Special invitations for school board members and selected leaders from teacher's organization, administration, business and community.
- Distribute flyers for all staff members in the district.
- Place articles in teacher organization publication, local newspapers and district schedule of events.

ORGANIZE A WELCOME COMMITTEE:

- Make a guest book available for guest sign in.
- Include staff and policy board members.
- Students can assist as hosts and hostesses

SCHEDULE A SHORT PROGRAM:

- Begin with a short program in auditorium or large room
- Guided tour of the teacher center site
- Informal sharing session (with refreshments)

FINISH WITH A FOLLOW-UP:

- Thank-you letters to all persons involved in planning the day.
- Special recognition to any person who contributed to program activities.

GETTING TO KNOW US - OPEN HOUSE

WHAT?

The Urban Teacher Center, Baltimore City, is a federally funded project designed to establish a center for use by public and non-public school teachers to serve as a nucleus for training, instruction and curriculum activities, resource and reference materials, and as a forum for considering special impact areas.

WHO?

The Urban Teacher Center will be staffed by:

- Mrs. Troy Ryce–*Project Manager*
- Mrs. Mary Larson–*Project Associate*
- To be Appointed–*Media Technician*
- Mrs. Ann Cotten–*Secretary*

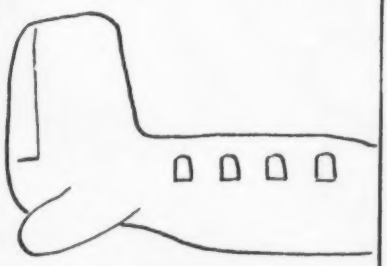
These staff members will be available to provide services to all public and non-public school teachers in Baltimore City interested in participating in the activities and using the resources.

WHERE?

The Urban Teacher Center is located at 2003 Presbury Street, Baltimore, Maryland 21217. The telephone number for the center is *(301) 396-0792.*

WHY?

It is believed that operation of the Urban Teacher Center will encourage teachers to become actively involved in sharing, learning, and peer teaching. The activities and events of the center will be planned according to teacher interest, with teacher input.



The Teachers' Learning Center is ready for take-off!

"...A Dream, A Belief, A Reality"

GETTING TO KNOW US!

OPEN HOUSE PLANS

On Friday, February 5, 1979, the Teacher Center will host the first of Three in a series of Open House Sessions. Although we have scheduled by districts, one does not have to visit on any particular day. Come any day and any time you can. You are encouraged to see the three rooms and all equipment that is available for your use. Please offer suggestions which will help us to better serve your needs.

February 5, 1979- - - 8:30 - 6:00 P.M.
District I - High School and Middle School Personnel

February 7, 1979- - - 8:30 - 6:00 P.M.
District II - Elementary School Personnel

February 8, 1979- - - 8:30 - 6:00 P.M.
District III - Elementary School Personnel

For more information please call:

Hope to See You There!

Come join us for our Open House!

Wednesday, February 14 1979

12:00 to 6:00 pm

23

Monthly calendars offer teacher centers an opportunity to keep teachers informed about center activities.

REMINDERS *for the teacher center editor*

Under the appropriate date..

- *o list title of activity*
- *o state time and location*
- *o identify the consultant*
- *o include the teacher center: name, address (city and state) and office phone number*
- *o describe registration process (where necessary)*
- *o list registration fee (when necessary)*

CALENDAR OF EVENTS

m	t	w	t	f	s
23	24	25 Every Student Can Write His Own Book 830-1130am Jefferson Art & Social Studies Workshop 830am-230pm	26 Split-Level Materials for a Split-Level Classroom 830-1130am	27	28 Creating with Clay-Part One 900am-1200pm
30					5 Creating with Clay-Part Two 900am-1200pm
					12

Don't pass up these in-service activities for the spring of 1979. You may want to take me out and use for easy reference. If you have any questions please call us. Our number is listed below.

April

APRIL 10 - - "READING IN THE CONTENT AREA" - 3:00 p.m. - 6:00
11 - "ARTS AND CRAFTS DAY AT THE CENTER"
Gary Teacher Center
24 - COMMUNITY BASED ECONOMIC
(ALL School Personnel) Gary Te
25, 6 30 - Comm

CALENDAR

APRIL
5
7- 8
11-13
20-21
23
24
25-27

MAY
4- 6

Volume I, Number 2 — TEACHER CENTER

MARCH

7 TRIAD Policy Board regular monthly meeting
Wednesday, 7:00 P.M.

5, 12, 19, 26 PROJECT T.E.A.C.H. (all levels)
Mondays, 6:00-9:30 P.M. (cont. through April)

8, 15, 22 Consumer Economics for Everyday Living (all levels) Thursdays, 4:30-8:30 P.M.

20 Evaluation of Learning Aids in the Social Studies (elementary) Tuesday, 8:30-11:30, 12:30-3:30

21 Evaluation of Learning Aids in the Social Studies (secondary) Wednesday, 8:30-11:30 A.M.

...er Center

				Time	Date	Method of Evaluation
...pe-				2:00p.m.-	Jan. 22, 1979	Reaction form
	brarians and to encourage sharing of experiences.					
Writing Instructional Activities Purposes:	To provide assistance to teachers in writing in-	Dolores Talley	Wilkinson Staff	Dolores Talley Percell	Open	Jan., 1979	Evaluation forms and feedback from participants as to how

21

25

LOGOS

Involve teachers in adopting a logo/symbol for their teacher center. This project might take the form of a contest, an idea initiated by the Gary Teachers' Center.

* CONTEST *

We need a theme or motto - Enter the contest and win a

RULES RULES RULES RULES RULES RULES

Deadline - April 26, 1979

In a paragraph of one hundred words of less, tell what the Center means to you. The theme you suggest could logically develop from your feelings about the Center. Send your replies handwritten or typed to us. All entries will be reviewed and the winner announced by the planning committee of the Policy Board.

Use the handy form below.

NAME _____ TEACHING ASSIGNMENT _____

SCHOOL _____ DATE _____

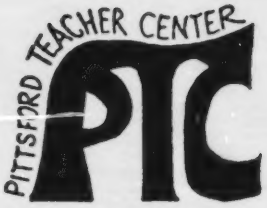
For me, the Teacher Center means: _____

Therefore, I suggest that we adopt for the Teacher Centers theme: _____

IDEAS FOR LOGOS ...

Consider the:

- *o unique geographical location of the teacher center*
- *o letters in the teacher center title*
- *o project goals*
- *o distinctive features of the teacher center or the district*



WORKSHOP AND COURSE MATERIALS

All materials published by the teacher center will be welcomed by teachers if they are relevant and printed well. Avoid the pitfalls of the amateur printer.

DO

- ✓ *use dark print. Avoid worn-out masters and poor printing.*
- ✓ *use interesting graphics. Quality art work will distinguish your teacher center and attract supporters and teacher center participants.*
- ✓ *describe your workshops and courses in brief but clear statements. Organize the descriptions so that they can be read quickly.*
- ✓ *use bold print for titles. Important details can be set apart by the use of special type or graphics.*
- ✓ *organize a format for all materials distributed at workshops such as outlines, bibliographies or evaluations.*
- ✓ *encourage teachers to assist in the development of publications. Identify talents and feature teachers with these talents in your ongoing projects.*

Presents...
Courses for One Hour Graduate Credit or Recertification

A cycle of 3 math courses will be taught so that you may enroll in one, two or all three.

Courses will emphasize an activity approach with instruction in:

* math manipulatives
* metrics
* math experience centers

You may choose to attend on Tuesday evenings from 6:30-9:15 or

SCIENCE WORKSHOP

There will be a workshop entitled "Safety in the Academic Laboratory" on April 7, at Castleton State College from 9:30 a.m. until 4:00 p.m. Topics will include: Health Hazards in the Laboratory, The Professional Chemist's Legal Responsibility for Safety, and Laboratory Safety Procedures and Techniques. There will be continuous showing of films on laboratory safety and exhibits on laboratory safety equipment and materials.

A SUMMER SCHOOL IN ACTION

WILL PROVIDE AN OPPORTUNITY FOR TEACHERS TO:

- Design a program to meet their specific individual interests, for example--questioning skills, working with handicapped children, using learning centers, curriculum development, etc.
- Interact closely with other professionals.
- Learn about their own teaching techniques.
- Try new techniques or strategies in a classroom setting.

NYC Teacher Centers Consortium Schedules Additional Workshops Courses — Spring 1979

The New York City Teacher Center Program focuses on the significant professional needs of teachers. It is a place where teachers can learn from each other in a non-judgmental environment relying on peer-to-peer support and exchange.

The site activities radiate out from the resource rooms to the classroom of any teacher who wishes to take advantage of the services offered.

Teacher Specialists, who are at the sites, are integral to the program. They are available to assist teachers to acquire or perfect skills by providing support, promoting sharing, stimulating thinking, and introducing new possibilities for the active exploration that is teaching.

A Galaxy of Astronomy Activities

Activities will be presented that illustrate concepts of constellation shapes, constellation recognition, large distances, comparing sizes, time, and directions. Activities will be keyed to planetarium programs and to elementary science curricula currently in use, but may also be used independently. The concepts will be appropriate for grades K - 6.

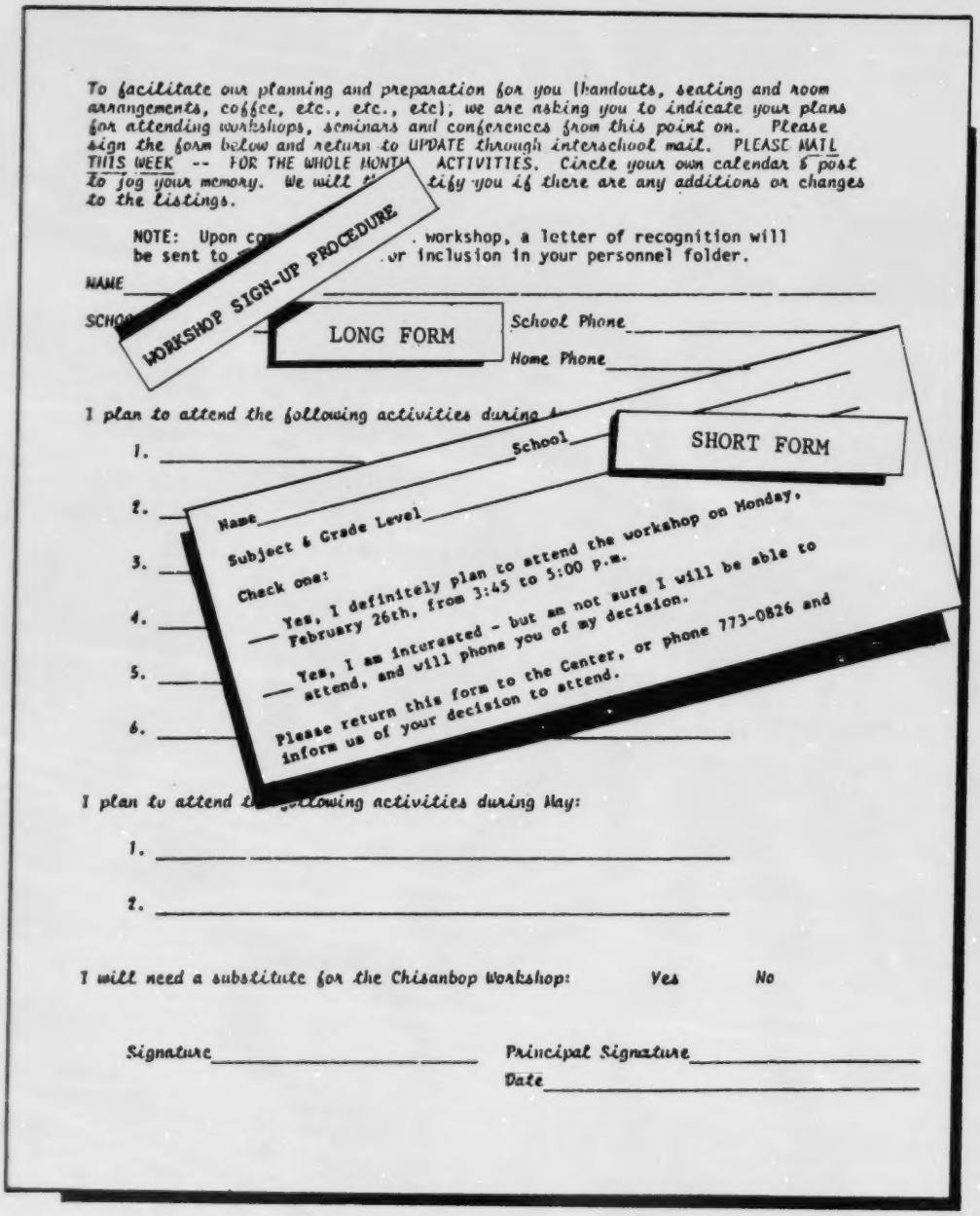
CALL to reserve your space for this exciting morning!

provides SIS time MAY 2 8:30-11:30

SIS requests must be made 10 days prior to workshop date.

dcw

WORKSHOP SIGN-UP PROCEDURE



To facilitate our planning and preparation for you (handouts, seating and room arrangements, coffee, etc., etc., etc), we are asking you to indicate your plans for attending workshops, seminars and conferences from this point on. Please sign the form below and return to UPDATE through interschool mail. PLEASE MAIL THIS WEEK -- FOR THE WHOLE MONTH ACTIVITIES. Circle your own calendar & post to jog your memory. We will [illegible]tify you if there are any additions or changes to the listings.

NOTE: Upon co[illegible] workshop, a letter of recognition will be sent to [illegible] for inclusion in your personnel folder.

NAME _____

SCHOOL _____ School Phone _____

Home Phone _____

I plan to attend the following activities during [illegible]:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

I plan to attend the following activities during May:

1. _____
2. _____

I will need a substitute for the Chisanbop Workshop: Yes No

Signature _____ Principal Signature _____

Date _____

WORKSHOP SIGN-UP PROCEDURE

LONG FORM

SHORT FORM

Name _____ School _____

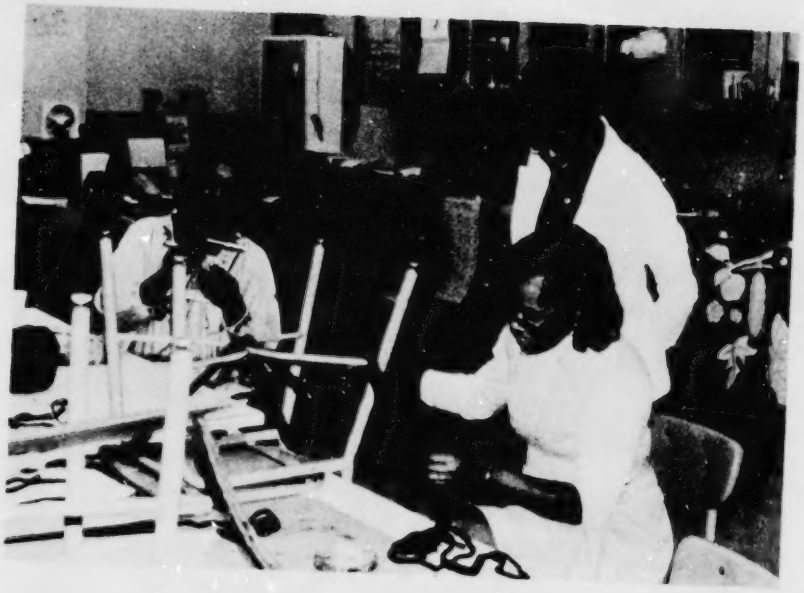
Subject & Grade Level _____

Check one:

___ Yes, I definitely plan to attend the workshop on Monday, February 26th, from 3:45 to 5:00 p.m.

___ Yes, I am interested - but am not sure I will be able to attend, and will phone you of my decision.

Please return this form to the Center, or phone 773-0826 and inform us of your decision to attend.



REMINDERS for the teacher center editor.....

- o Display your unique teacher center logo in your newspaper where it can be seen and recognized
- o Include date, volume number, contact person, address and phone number of the teacher center in every issue of the publication.
- o List names of teacher center staff and policy board members in each issue.
- o Use different type styles, photos, cartoons and graphics to add interest and break up the monotony of straight type.
- o Newsletters can be folded in assorted fashions to add interest:

- o Get permission for copyrighted material or give credit when using materials from federal projects.
- o Feature games, puzzles, riddles or an ongoing story that runs through several issues of the paper to spark interest.
- o Include articles on controversial educational issues to encourage discussion. Publish letters from readers whenever possible.

UPDATE NEWSLETTER

April 1979

WANT ADS

FURNISHINGS

NEEDED AT CENTER:

beanbag

NEEDED: Teachers to peruse through many of the new acquisitions in the reference room at UPDATE. Some of which are listed below:

A Handbook of Arts &

clarificatio

WHO OR WHAT IS THE.....?

the Wizard

COME AND MEET .....
Just ask for PRIMUS; he will introduce you to .....

Alachua County/University of Florida Teacher Center

create

Collaborative Resources for Educational Alternatives for Teacher Education

The inservice Education Program in Alachua County is a vehicle for self renewal for both instructional and non-instructional personnel in the system.

Our Teacher Center Council consists of

10 Teachers
2 Principals
1 District Staff Member
2 University of Florida Professors
3 Citizens
1 Santa Fe Community College Representative

COMMITMENT:

I'd like to donate to the Teacher Center

- ☐ professional materials (books, magazines, games, bulletin board ideas, instructional materials)
- ☐ equipment (typewriter, coffee pot, shelving, chairs, etc.)
- ☐ I'd like to volunteer to
- ☐ set up a professional library
- ☐ organize Center materials
- ☐ help in any way I can

Please return this form to Gaynelle Wethers, Sherman School.

TEACHER CENTER

Just Shop Talk

Volume 1 Number 3 December 197

The AATC is trying out a new format for our newsletter, but the FOCUS is the same: Teachers Helping Teachers"

Vol. 3, No. 9, Jan. 26, 1979

GARY SCHOOL

COMMUNICATOR

Vol. 1 No. 5

Update

TEACHER CENTER

OUTREACH

Produced by the D.C. Teacher Center

Public Schools of the District of Columbia

Vol. 1, No. 1 "A MANDATE FOR EXCELLENCE"

FROM THE GRAPEVINE

The Teacher Center Program

by Dolores J. Talley

The Teacher Center Program represents a teacher initiated effort to improve the quality of education for all children. This program enables teachers to have a greater voice in identifying and meeting their own needs for in-service training and curriculum development in relation to the needs of the students with whom they serve. The Teacher Center is a new concept in education which provides:

- Assistance and instruction to teachers in an endeavor to improve student achievement;
- Teachers with an opportunity to develop and revise curriculum;
- Teachers with an opportunity to make decisions regarding instruction; and
- An environment which accommodates both social

Speaking Out

by Esther H
Chairperso

D.C. Public School

Activities Held a

Fatrll Lloyd

Since the staff came on board, the C
two big events. The first event was Ope
other was a Congressional Seminar. T
brought over four hundred people in
Center.

Open House

Over three hundred fifty educators from the D.C. Public Schools and neighboring counties visited the D.C. Teacher Center on December 19, 1978, when the doors of the Center were opened. This total included teachers, administrators, instructional support personnel, superintendents, and representatives from in our own system and also

ctc chicago teachers center

VOL. I

MARCH

Teacher Center

eacher Center is to

NO. 1

PROPOSED ACTIVITIES FOR 1979 - 1980

RAINER PROGRAMS OUTLINED

n an effort to update the various efforts of present teacher trai
eassigned from their districts to the Wood

Teacher Center

TEACHER CENTER NEWSBRIEF

March 29, 1979

Teacher Newsbrief.

SHARING INTERESTING AND SUCCESSFUL IDEAS

Teacher centers facilitate teacher sharing and help creative teachers initiate new and undreamed of projects. Idea sharing can take many forms, consider the following:

- *o sponsor a contest*
  Request that each teacher submit her/his most successful instructional idea

  Display these materials, desriptions etc. in the teacher center

- *o create an idea file*
  Ask each teacher who participates in teacher center activities to share a successful idea. Summarize the idea on a 3x5 card. Include the teacher's name on each card. Keep the file up to date and relevant. (Devise a form to keep the descriptions uniform.)

- *o plan a sharing publication*
  Ask each teacher to submit one successful instructional strategy. Compile these into a book. Give each teacher who shared an idea a copy of the book.

IF YOU ARE INTERESTED IN THIS TYPE OF PROJECT AND WOULD LIKE FURTHER INFORMATION...

CONTACT:

David Mesirow

the Teacher Works • in a box • goodies by teachers for teachers
2136 n.e. 20th ave. • portland • oregon • 97212

FROSTY'S MAGIC HAT

Used in classroom drill for letter recognition, consonant sounds, counting and number fact drill.

Directions:
Place letters or numeral cards in hat.
Have child draw a card from the hat and:
a. Identify the letter
b. Match with the partner letter
c. Identify the sound
d. Read the numeral
e. Count from that number to 100 by ones, tens, fives, or twos
f. Put the numerals in order
g. Complete the number sentence

"Share Your Expertise"

Plan to share an activity at the Center with your peers. This activity may be a demonstration, workshop, seminar, lecture, or display of materials. No matter what your speciality is, we encourage you to interact with others to share ways to better meet the needs of our students. To let us know the activity you wish to share and when you would like to share it, please call 727-5362, or fill in the blank below and send it to the Teacher Center - Goding Elementary School, 10th & F Streets, N.E. Room 101, Washington, D.C. 20002.

Name _____
School _____ Work _____
Phone: Home _____
Area of Concentration _____
I am interested in giving a:

Topic	*Date*
Demonstration	
Workshop	
Seminar	
Lecture	
Display	

Signature _____

Idea Factory

SUBJECT: Language Arts
SKILL: Spelling
GRADE LEVEL: 2-6 Approx.
GROUP SIZE: Individual

TITLE: Spellamathing

OBJECTIVE/PURPOSE: After completing this activity, the student should be able to spell correctly a given listof words.

MATERIALS NEEDED:
Spelling list
Construction paper
Writing instruments
(crayons, felt tip pens, colored pencils)

DIRECTIONS:

1. Ask students to make a thing using their spelling words written end-to-end in the manner illustrated.
2. Each spelling word must be spelled correctly at least three times.
3. Show an example to get t
4. Provide a display area (possibility) where studs may be displayed.

TEACHERS HELPING TEACHERS!

The comment we hear most often concerning the kinds of things a Teacher Center can offer is idea sharing with other teachers in their grade level or subject area. All teachers have strategies, activities, games, etc. that are successful. There are over 2,000 teachers in public and non-public in Gary. Just think of the "Idea File" which could and maintained at the Center if each teacher con- idea! Why not join in the effort! You are

HELP!

Idea Suggestions !

Teachers are always looking for new and interesting techniques.

"Idea File"... Share one of your ideas with others! Please submit an idea to the Center along with the form below:

Name: _____

School: _____

Subject: _____

FINAL REMINDERS

for the teacher center editor...

Local newspapers reach the entire community and may prove to be one of your greatest opportunities for generating interest in your teacher center.

- o *Introduce yourself to the staff of your local newspaper. If this is not possible, make a special effort to meet the writer who covers education.*
- o *Establish a contact person who will cover your teacher center activities.*
- o *Send news releases describing scheduled events to your contact person.*
- o *Attempt to identify a special aspect or feature for the stories you submit. State the reason why this story is unique.*
- o *Contact the newspaper for special coverage of major events. (Open House, special visitors etc.) Request a photographer.*
- o *Organize a file of newspaper articles for your documentation.*
- o *Organize a picture file to be used when articles are submitted for publication.*

ULLETIN

OCTOBER, 1978

NEWARK TO HAVE A TEACHER CENTER

On July 4, the U.S. Commissioner of Education announced that Newark was a successful applicant for Federal assistance for the establishment of a Teacher Center.

During this past spring season an initial five hundred and thirty-seven applications were submitted to State Education Agencies, requesting a total of $68.6 million. Of that group, the federal government awarded grants to 60 locations, with an appropriation figure of $8.25 million. Newark was one of that select sixty.

N.T.U. President Carole A. Graves praised the members of the joint Board-N.T.U. committee which developed the successful application. "Hard work and a spirit of co-operation were a ... combination for ... ment of a ... ter."

board had in mind to use as a teacher center building a much newer empty structure, with carpeting and air condi... already installed. But because ... they "might be afraid ... that building

ly active in the workings of the ... icy Board. The ... from the Office of ... a maximu... give...

Speaking Out

by Esther Hankerson,
Chairperson of Policy Board

D.C. Public School teachers in their continuous effort to upgrade standards for students and to contribute to their own professional growth have embarked on an exciting new project, the District of Columbia Teacher Center. The Center, which is run by teachers, is designed to provide assistance to teachers in such areas ... management, teacher evaluation ... ... and compet... is provid... ...ional need... ...nt survey ... interac... seminar...

"...A Dream, A Belief, A Reality"

At the Open House Program of the D. C. Teacher Center, Mr. William Simons, President of WTU, spoke of how the Center had once been a dream, a belief and now a reality. He spoke of leaders and how ... dreams have made an impression upon the world to... As he spoke of the Wright Brothers, Leonardo De... and Dr. Martin Luther ... Jr., the audience ... sense that he too, felt th... Teacher Cent... make a positive diffe... ...ducational a... fessional growth of ... ...ll bring ... significant increa... ...reme...

Workshops set on preventing teacher stress

GARY — The many headaches and ... ...tions teachers frequently talk ... be the subject of a series ... beginning Saturday. ... will be the subject ... ...h will featur... ...one hour ... for ...

Director's Corner

Jimmie Jackson

...vict of Columbia teachers consider "A man... ...cellence" a slogan exemplary of teacher ...d manifestation to the cause of educa... ...er Center, teachers, parents, adminis... ...may become involved in their own ...tion by significantly raising the ...udents in the D.C.P.S.

...llence" is a strong slogan and ... educators. The staff of the ... Teacher Center Program, ...t in-service training and ... excellent vehicle for ...rs in achieving this ... on teacher appra... ...ulum, graduate ... services. ...ou to bring to ...l ideas and ... feel that ...change ...us; we ... also, ...ing

Teacher Center program chief pleased with visit

Post-Tribune Thurs., March 1, 1979 GCCS

GARY — The national director of ... ...Teacher Center Program was in ... ...during the first stop of ... ...school Gary's Teacher Academy ... ...Administrator national director of the ... ...Center Program, was in the ... ...Gary Teacher Academy ... ...Center Director Sylvia Shepherd ... ...Center Director Sylvia Shepherd ... ...Center Director Sylvia Shepherd

SLIDE TAPE PRESENTATION AND TELEVISION

SLIDE TAPE PRESENTATION

Begin taking pictures of your teacher center program on the day you begin your project.

If your physical facilities need rennovating, as most of them do, then record the entire rennovative process.

As activities begin, organize your teacher center history in slides.

include pictures of:

- *the policy board meetings*
- *the open house activities*
- *the teachers at the center*
- *the staff*
- *workshop participants*
- *teachers in their classrooms using materials made at the teacher center*
- *materials on display*
- *idea books*
- *students using instructional materials made at the teacher center*

try to include interesting candid shots from workshop activities.

Write a script which tells the story of the teacher center. When completed, the slides may be presented whenever there is an opportunity to sponsor a teacher center awareness program.

TELEVISION

Television offers an excellent avenue for getting teacher center news to the public. The Urban Teacher Center in Baltimore used this approach and will gladly share the "do's and don't's" of going public via television.

CREDITS

Chicago Teacher Center
3901 North Ridgeway
Chicago, ILL 60618

Madison County Teacher
Center
Box 122-
Southern Ill. University
Edwardsville, Ill 62025

Detroit Center for Professional
Growth and Development
Room 155- College of Education
Wayne State University
Detroit, Michigan 48202

Glassboro Teacher Center
Robinson Building
Glassboro, N.J. 08028

The Newark Teacher Center
Two Cedar St.
Newark, N.J. 07102

Rush-Henrietta Teacher Center
1799 LeHigh Station Rd.
Henrietta, NY 13567

Cincinnati Area Teacher Center
739 Hand Avenue
Cincinnati, Ohio 45232

New York City Teacher Center
Consortium
260 Park Ave. S.
New York City, NY 10010

Pittsford Teacher Center
Thornell Rd. School
Pittsford, NY 14534

Gary Teacher Center
1403 West 23 rd. Ave.
Gary, IN 46407

Goddard Teacher Center
Goddard College
Plainfield, VT 05667

Guam Teacher Center
c/o P.O. Box 10046
Sinajana, Guam 96910

District of Columbia
Teacher Center
10th. and F. St. N.E.
Washington, DC 20002

Urban Teacher Center
2003 Presbury St.
Baltimore, MD 21217

Syracuse Area Teacher Center
150 Marshall St.
Syracuse, NY 13210

THANKS TO ONE AND ALL!

MODULE: HOW TO OPEN YOUR TEACHER CENTER DOORS DATE: _____

You are one of the few teacher center leaders who will receive a copy of this edition of the Teacher Center How To Series. As a part of the AFT Teacher Center Resource Exchange project activities, a second printing of this module will be made available during the school year 1979-80.

Please complete the following form. Return it as soon as possible to:

Pat Weiler
AFT Teacher Center Resource Exchange
11 Dupont Circle
Washington, DC 20036

LIST THE USES YOU FOUND FOR THIS MODULE:

HOW DID YOU LEARN ABOUT THE SERIES?

LIST MOST IMPORTANT SECTIONS FOR YOUR USE: (include pages)

SUGGESTIONS FOR CHANGE FOR CYCLE 2 (REPRINT): Attach materials you suggest.

LIST TOPICS YOU WOULD LIKE SURVEYED IN NEXT SERIES:

SUGGESTIONS FOR FUTURE AUTHORS OR CONSULTATNTS: (use other side if necessary)

On other side: Please include your name, address, phone number, and your teacher center involvement (position)

AFT Teacher Center Mailing list.
___Yes ___No